

Pennsylvania Secondary Response to Instruction & Intervention (RtII) Framework: A Self-Assessment Tool



Foundational Principles of a Secondary RtII Framework:

- RtII is Pennsylvania's assessment and instruction framework for implementing the standards aligned system (SAS) and is a part of, not separate from, a school's comprehensive school improvement strategy.
- RtII relies on the premise that all students receive high-quality, standards-aligned and research-based instruction in the general education curriculum.
- Student learning is assessed early and often using multiple sources of assessment and includes ongoing formative assessment and progress monitoring.
- Increasingly intense tiers of intervention are available to both groups and/or individual students as concerns about student progress arise.
- Individual student data is used to determine adequate response to instruction and intervention (e.g., in the case of students who do not respond adequately to intervention or who require ongoing intensive intervention in order to sustain growth) and is included as part of a comprehensive evaluation for special education eligibility determination.

Getting Started:

This self-assessment tool assists school teams to assess current school practices (assessment and instructional) against the critical components of the RtII framework. The tool addresses 10 indicators related to secondary implementation practices. It is recommended for use by a school team as a way to systematically review the components of a secondary RtII framework and identify areas in need of development and/or refinement as the implementation process evolves. The results of the self assessment allow schools to set goals for the initial implementation of an RtII framework and to monitor ongoing RtII activities. School teams 1) document evidence of current practice, 2) priority rank the components of RtII for initial and subsequent focus, 3) set immediate and long term goals for RtII implementation and, 4) develop an action to delineate specific action steps, timelines, responsibilities and evaluation measures for the RtII implementation plan..

Directions:

Step 1:

In an effort to systematically evaluate your implementation efforts, please thoroughly review the criteria under each component/indicator and provide clear and observable examples of your implementation evidence (e.g., instructional model and strategies used in your building, frequency of classroom walkthroughs, schedule for tiered intervention, schedule for team meetings/data-based decision-making, etc.).

Step 2:

Next and based upon your documentation of evidence, please use a 4-point scale to determine whether your implementation evidence/efforts correspond with the following descriptors (4=No Additional Efforts Needed/Sound Implementation, 3=Minimal Efforts Needed/ Much Implementation Progress; 2=Many Efforts Needed At This Time/Limited Evidence of Implementation and 1= Significant Efforts Needed/ No or Very Limited Evidence of Implementation).

Step 3:

Based upon your level of implementation scores for each indicator, use the priority score column on page 9 to identify future implementation priorities.

Step 4:

Complete the RTII Action Plan on page 10 based upon the priorities identified in Step 3.

LOI	RtII Component Indicators	Evidence	Priority Rating
	HIGH QUALITY GENERAL EDUCATION INSTRUCTION USING STANDARDS-ALIGNED CORE CURRICULUM FOR ALL STUDENTS		
	1. High-quality, research-based instruction within a standards- aligned curriculum is provided to all students. a. Pennsylvania's reading, writing, listening, and speaking standards form the basis of the core language arts curriculum. b. Content Area Literacy: The degree to which foundational adolescent literacy skills (word analysis/word study, fluency, vocabulary, and comprehension) is a function of data-based decision-making and corresponding student need. -----c. Mathematics: Addresses math content standards (numbers and -----		

	operations, measurement, geometry, algebraic concepts, data analysis and probability), process standards (problem solving, communication, representation, reasoning and proof, and connections), and the five strands of mathematical proficiency (conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition).		
	d. Resiliency: School wide or universal interventions are established that are designed to improve school climate and facilitate positive relationships between every student and at least one adult in a school setting.		
	2. A system is in place to ensure the fidelity of core instruction and may include routine fidelity checks, structures that support continuous professional learning, reflection and instructional improvement, and feedback systems that are designed to improve teaching practices.		
	3. Teachers are skilled in the use of effective instruction including active student) engagement strategies, metacognition, scaffolding and other techniques to differentiate instruction to meet diverse learning needs.		
	UNIVERSAL SCREENING		
	1. A system is in place to assess the strengths and challenges of all students in academic content areas. All students are screened and benchmarked a minimum of three times per year to determine academic status against grade-level standards in literacy and mathematics and behavioral status when appropriate. <ul style="list-style-type: none"> • Screenings are reliable and valid, predictive of future performance on standards, and benchmarked (e.g., 4Sight, Acuity, etc.) • Assessments are efficiently administered by trained staff. • Test administration (i.e., standardization and scoring procedures) are followed and routinely monitored. 		
	2. Screening data is shared with district/building level teams, grade level teams, student level teams and parents. Screening data is: <ul style="list-style-type: none"> • maintained in a database that generates user-friendly data charts. • graphed for easy display, analysis and interpretation. • utilized as a barometer of academic and behavioral status of individual students, grades and buildings. 		
	3. Grade level teams analyze screening data in a timely manner (within one week of administration) to design and adjust instruction using a structured team facilitation process and format.		
	4. Interdisciplinary core teams (i.e., representation from grade level, content areas, administration and itinerant support staff) analyze screening data and generate recommendations for addressing student needs. 5. Risk factors are identified and subject to a universal screening process (i.e. poor attendance, behavior, etc.)		

	SHARED-OWNERSHIP		
	<p>1. All staff (general, special, remedial, ESL) assumes an active role in all aspects of assessment, curriculum and instruction within the standards aligned system.</p> <ul style="list-style-type: none"> • All staff assumes responsibility for the instruction of all students. • Training is provided to all staff related to changing roles and responsibilities within an RtII framework. • Changes in role and function are strategically planned and supported through differentiated professional development and coaching. 		
	<p>2. School resources and staff expertise are matched to student needs. Expert teachers and specialists are assigned to students that present with the greatest degree of academic and/or behavioral need.</p>		
	DATA-BASED DECISION-MAKING		
	<p>1. Interdisciplinary core teams (i.e., representation from grade level, content areas, administration and itinerant support staff) facilitate data- analysis, interpretation and instructional planning by aggregating and organizing data in user-friendly ways.</p>		
	<p>2. Building, grade level/content area and student-centered teams meet collaboratively to review assessment data and make instructional decisions.</p> <ul style="list-style-type: none"> • Staff receives user-friendly data in advance. • A structured team facilitation process and format is used. • Staff demonstrates expertise in the areas of analysis and interpretation of data tools and instructional matching. 		
	<p>3. Interdisciplinary core teams set measurable grade-wide and/or departmental goals, develop and implement strategies to achieve these goals, and monitor student progress toward these benchmark goals (e.g., _____% of students will meet benchmark by January).</p> <p>This is accomplished via:</p> <ul style="list-style-type: none"> • Adjusting core and supplemental instruction/intervention • Adding research-based supplements to core program/instruction. • Planning logistics of Implementation logistics. • Providing staff training or coaching as appropriate. • Monitoring and fine tuning strategies in response to formal and informal progress-monitoring data. • Monitoring fidelity of implementation. 		
	<p>4. Continuous progress monitoring data drives instructional decisions throughout the three-tier process.</p> <ul style="list-style-type: none"> • Progress monitoring measures are standards aligned, reliable, efficient, and determine student and grade level progress toward prescribed benchmarks. • Progress in all tiers is monitored, graphed, and analyzed according to specified processes and decision rules. 		

	<p>5. Academic and behavioral progress is monitored with increasing frequency as students receive additional tiered interventions.</p> <ul style="list-style-type: none"> • Tier 1 – all students screened/benchmarked (3-5 times per year recommended); Tier 2- minimum one time monthly (bi-monthly recommended); Tier 3- (weekly recommended). 		
	<p>6. Time is scheduled for grade-level/departamental and student level team collaboration and follow-up activities.</p>		
	TIERED INTERVENTIONS AND SUPPLEMENTAL SERVICES		
	<p>1. Students receive increasingly intensive research-based instruction/intervention that is matched to student needs and is in addition to standards-aligned core instruction. A continuum of research-based instructional strategies and standard protocol interventions exist.</p> <ul style="list-style-type: none"> • The team uses a continuum of assessment data to match instructional and behavioral interventions with student needs. • Tier 2 intervention is characterized as “in addition to core instruction” and is more intensive. Intensity is manipulated through the use of additional time, manipulation of group size, and targeted intervention supports. • Tier 3 intervention is characterized as “in addition to core instruction” and is more intensive than Tier 2. Intensity is a function of more time, a lower group size or teacher/student ratio, and/or increased explicitness of intervention.. • Professional development in relation to intervention logistics is carefully planned (e.g., Who, What, Where, When, and How). • Interventions vary based upon changing student needs, expertise, frequency and time. • The master schedule supports the provision of tiered instruction/intervention. 		
	<p>2. Research-based, standard protocol interventions are used to design and provide instruction for students at Tiers 2 and 3.</p>		
	<p>3. A system is in place to ensure that interventions are implemented with fidelity (i.e., fidelity checklists for interventions, walkthrough checklists, peer observation, etc.).</p>		
	<p>4. Progress monitoring data determines the effectiveness of interventions and drive student movement through and between the tiers.</p> <ul style="list-style-type: none"> • Team identifies student growth relative to the student and the student's peers as measured by multiple assessment measures that are sensitive to incremental growth and are aligned to the PA standards. • Progress-monitoring logistics are identified (e.g., Who, What, Where, When) • Student progress is graphed and systematic decision rules are established and followed. 		

	<ul style="list-style-type: none"> Progress monitoring data provide collective information regarding efficacy of specific interventions. 		
	<ul style="list-style-type: none"> A system is in place that allows for tiered movement based upon a student's need for access to increasingly intensive instructional and/or behavioral support. Tiered movement is supported by systematic decision-making guidelines and/or process. 		
	PARENT ENGAGEMENT		
	1. Parents have an understanding of the RtII framework. Parents are invited to participate and understand their child's progress relative to grade level standards and their child's corresponding response to instruction and intervention. Parents are informed and understand their right to request a special education evaluation at any time.		
	2. Parents know what level of tiered instruction/intervention their child is receiving.		
	3. Parents receive (at minimum) quarterly reports on their child's interventions, goals, and progress.		
	RELATIONAL AND BEHAVIORAL SUPPORTS		
	1. Professional development has been provided in the area of effective instruction and its impact upon behavior.		
	2. The school conducts universal screening of emotional, social, and behavioral outcomes at all grade levels.		
	3. A three tiered system is in place to provide increasingly intensive relational and behavioral support.		
	4. The three tiered system includes the elements of PA's Resiliency/Wellness Framework: <ul style="list-style-type: none"> High Expectations Meaningful Student Engagement Connectiveness and Bonding Skills for Life Clear and Consistent Boundaries Unconditional Support 		
	5. Attendance, discipline, behavior, and student performance data are used and monitored to design and implement a tiered system of academic and relational support.		
	6. Expected behaviors are explicitly taught, practiced, and positively reinforced in all settings.		
	7. Staff members receive instruction in the principles of school-wide positive behavior support. <ul style="list-style-type: none"> Expectations and consequences are consistent, known and understood by staff and students. A school-wide system is in place to positively reinforce appropriate student 		

	<p>behavior.</p> <ul style="list-style-type: none"> Staff utilizes appropriate, research supported de-escalation techniques with inappropriate student behavior. 		
	8. A continuum of services, including behavioral health services, is available throughout the three tier process.		
	ELIGIBILITY DETERMINATION		
	1. Policies and processes are in place to ensure compliance with all federal and state regulations, timelines and assurances.		
	<p>2. A system is in place to use RtII data to identify a specific learning disability. The determination includes RtII outcome data and is part of a comprehensive evaluation of student eligibility.</p> <ul style="list-style-type: none"> The team uses multiple sources of data to compare the referred student's slope of progress to the goal line needed to close the achievement gap in the respective area/s of deficiency. 		
	LEADERSHIP (SUPPORTS, INFRASTRUCTURE, FLEXIBLE USE OF RESOURCES)		
	1. Central administration of the school district understands and supports the three-tier model as an organizing structure for instruction and resources (staff and materials).		
	2. Building administrators lead and support RtII with demonstrated commitment to the efficient and flexible use of time and resources.		
	3. School district policies and procedures have been revised as necessary to implement the model (Title 1, Special Education, Least Restrictive Environment (LRE), Corrective Action, and School Improvement Plans).		
	4. The infrastructure that supports RtII, including sufficient staff, schedule, and facilities.		
	5. Scheduling supports time allocations required for implementation (screening, data analysis teaming, intervention planning/implementation/monitoring, professional development, etc.).		
	6. Administration supports flexible use of staff in addressing student needs (general, remedial, special education, paraprofessionals).		
	7. Building administrators use observations and evaluations to further the fidelity and implementation of RtII as well as identify professional development needs.		
	PROFESSIONAL DEVELOPMENT FOR ALL STAFF		
	1. Professional development is differentiated and tied to the data trends and vision of the building/district.		
	2. Professional development is ongoing, job-embedded and includes the critical components of an RtI framework.		
	3. All staff including administrators received an overview of the RtII framework and its implications for change from a traditional instructional model. The		

	overview is provided by the building's instructional leaders.		
	4. All staff including administrators receives training in effective use and instructional application of data.		
	5. Key school personnel are identified for enhanced training in specific components of the three-tiered framework (screening, intervention, data analysis) to build school capacity and sustainability.		

Now, use the priority rating column to identify your implementation priorities (1=none, 2=low, 3=medium, 4=high). Record your priority ratings and your implementation ratings below for quick reference.

RtII Readiness and Implementation Summary

		Level of Implementation Score	Priority Score
1.	Standards-aligned Curriculum and Research-based Instruction	_____	_____
2.	Universal Screening	_____	_____
3.	Shared Ownership	_____	_____
4.	Data-based Decision Making	_____	_____
5.	Tiered Intervention and Service Delivery	_____	_____
6.	Parent Engagement	_____	_____
7.	Behavior	_____	_____
8.	Eligibility Determination	_____	_____
9.	Leadership (Supports, Infrastructure, Flexible Use of Resources)	_____	_____
10.	Professional Development	_____	_____

RtII Action Plan

School _____ **Planning Team:** _____ **Date** _____

Indicator or Sub-Topic	Detailed Actions	Resources	Timeline	Lead(s)	Evidence of Change